DOCUMENT RESUME

ED 203 982 PS 011 999

AUTHOR Hubbell, Ruth
TITLE A Workshop on Family Impact Analysis for the Research Forum of the White House Conference on Families.
PUB DATE Apr 80
NOTE 25p.; Paper presented at the Research Forum on Family Issues, National Advisory Committee of the White House Conference on Families (Washington, DC, April 10-11, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Family (Sociological Unit); *Family Programs; Federal Regulation; Guidelines; *Legislation; *Policy Formation; *Public Policy; *Social Science Research
IDENTIFIERS *Impact Studies

ABSTRACT

Family impact analyses are focused on one basic question: What will a given law, policy or practice do to families? There are two major activities in the process of analyzing family impact that has been developed by participants in the Family Impact Seminar: the first involves figuring out exactly how a law, policy, or system under study actually works, and the second involves asking a series of questions to identify how it affects families. Guides for conducting the two major activities of the impact analysis have been developed and are included in this document. The first guide lists public policy components such as laws, regulations, appropriations, administrative practices and benefits/service delivery characteristics that must be examined at the federal, state and local levels. The second guide lists two sets of factors on which the effects of policies depend: (1) family functions such as membership, nurturance and socialization, economic support and consumption; and (2) family attributes such as socioeconomic status, family structure, stages of the family life cycle, internal context, informal social networks and neighborhood environments. These guides are designed to be used in interviewing relevant agency officials, families receiving services and family advocates. Findings are then to be used to develop recommendations for changes in policies and practices to make them more supportive of families. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ruth Hubbell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED203982

PS 01999

A Workshop on Family Impact Analysis

for the Research Forum of the White House Conference on Families

Ruth Hubbell, Ph.D.
Associate Director for Research
Family Impact Seminar

There are many forces affecting families today--inflation, changing values, changing sex roles, the media--and certainly the government. The most notable effect from government in the last few weeks seems to be completing income tax and Census forms. But there are other better examples, let me mention a few.

- A young poor family enters their four-year old daughter in a Head Start program in their neighborhood. The previously shy child blooms in this stimulating early childhood program that is government funded. Her parents become very involved in the program, working as volunteers in the classroom and sitting on the advisory committee to the agency. They feel rewarded by the authority they have in planning the program and their close involvement with their daughter's preschool education. By the time the little girl is six, she has the basic cognitive and social skills to help her succeed in first grade. Ten years later she is in the correct grade for her age, staying on target, unlike many other poverty children who did not attend Head Start.

- Joan's mother has just had a stroke and will require continual care after she is discharged from the hospital. Joan and her husband would like to care for her mother in their own home. They find, however, that Medicare will pay for 100 days of post-hospital care in a nursing home, but not a penny if their mother is nursed at home by themselves and/or an aid. . . even though their doctor believes that care at home will contribute more to her recovery and be less costly.

- A young man and woman fall in love and marry. The next year they find that they must pay several hundred dollars more in federal income taxes than if they had not married. For other couples at higher income levels this so-called "marriage tax" or "marriage penalty" can total several thousand dollars.

Why are these examples inconsistent--some helping families immensely, others hurting families? Essentially it is because public laws, regulations and policies are usually developed without anyone asking the simple question, "What will this program do to families?" Though most politicians and administrators would agree that families are critically important to our nation's welfare, few actually

consider them when making the rules that govern their lives. Instead the focus is on individuals (as was our Constitution), special segments of the population (as the unemployed) or special interest groups (as the handicapped or aged.) It is rare that policies are examined in terms of families.

In a nutshell, family impact analysis is asking this simple question--what will this law or policy or practice do to families? Some very comprehensive ways have been developed to ask this question, and I am going to talk about those ways in a few moments. Concern with family impact can begin with the straightforward question, however--the family perspective. It is this perspective which led to last year's revision of the anti-grandmother clause in the federal income tax laws. Until recently the laws were written so that you could pay your neighbor to care for your child while you work and deduct those payments on your income tax. However, if you paid your mother to care for the child, the child's own grandmother, you could not deduct those payments! Because Martha Phillips, the minority counsel to the House Ways and Means Committee had this family perspective, she started the effort to revise the wording of the law and the Committee and Congress subsequently approved it so this anti-family provision was removed.

Clearly there a lot of laws at the state and local levels that could be reviewed with an eye to a family perspective and lead to changes in provisions that are not supportive of families. It doesn't take a lot of involved analysis to recognize an income tax system that requires more tax from people who are married than from those who are not married does not provide an incentive or reward for marriage. On the local level it doesn't take a lot to realize that schools that schedule parent-teacher conferences during the working day are depriving working parents of the opportunity to be involved in the education of their children.

Asking these questions is important and would no doubt improve our laws immensely. However, policies which have negative effects on families are not always

so easily apparent. This is why family impact analysis has been developed. It allows us to ask the right questions, in sufficient depth to discover the subtle and often unsuspected ways in which policies affect families.

The Family Impact Seminar's approach is one of several forms of family impact analysis. Several centers around the country are conducting family impact analyses of various types though most have important commonalities. The Family Study Center at the University of Minnesota under the direction of Robert Leik has been conducting family impact analyses of a variety of state and federal laws and has developed a handbook for guidance. The Center for the Study of Family and the State at Duke University under the direction of Carol Stack has taken an anthropological approach to family impact analysis especially in the examination of the effects of highway development on families in a black neighborhood.

Briefly, the work of the Family Impact Seminar grew out of hearings on American Families held by then-Senator Mondale in 1973 in which the need for family impact statements was advocated by several witnesses including Margaret Mead and Edward Zigler. The Seminar was organized by Sidney Johnson to study this idea and test it . During the last four years we have developed an approach to family impact analysis, and tested it on three case studies which we conducted ourselves on foster care, flexible work hours and policies directed toward teenage pregnancy. We are currently working with twelve organizations around the country that are testing this approach in their local communities. Dick Pancost's organization is one of these field sites. In a few more months they are going to be able to tell us how this works in the real world, that area beyond the boundaries of the District of Columbia.

Before I go into the family impact analysis framework that we use, let me explain two important premises of our work.

First is the statement of values. Policies are shaped by values, the values of the people who make them, and those who implement them. While we may think policies

are neutral because they are clothed in non-emotional bureaucratic or legal language, they are influenced by the basic beliefs of policymakers and practitioners about how our country should operate. For example, there are values in our public policies that people over sixty-five should have a guaranteed income if they have worked for so many years and that they should have subsidized medical care. We have a national value that all American children are entitled to free education. These types of values shape our policies. But the people, like us at the Family Impact Seminar, who analyze those policies also have values. For example, we and I'm sure all of you, have a basic interest in the well-being of families and believe that public policies should support families rather than hinder them. We believe families should have real involvement in policies and programs that affect their members; that their diversity should be respected, and that they be provided with broadened options and opportunities to make appropriate choices for themselves. These are some of our values. If you were to conduct family impact analyses, you might have different ones, or you might prefer to expand on these further. Whatever your values are however, it is important to state them before conducting family impact analyses. Then as the policy analysis proceeds it is important to identify the values implicit in the policies under study. What perspective on families does this policy have? Does it imply that institutions can care for family members better than families can? Does it encourage family members to maintain responsibility or give it up? Does it patronize families?

The second premise of our work is the ecological perspective. Now ecology is a very trendy word these days--in fact I did my graduate work in a school that had had its name updated from the college of home economics to the college of human ecology. But though it's catchy, it implies some very real things that were important in that college and are important in our views of families. Basically, an ecological perspective means that you look at families as they exist in the real

world. There was a cartoon of a suburban family on the cover of the New York Times Magazine a couple of weeks ago in which the family was inside a glass case in a museum and all these people were outside looking at them. That is not how we view families. To have an ecological perspective means to look at families as the members interact with each other, as they interact with friends, relatives, neighbors, the neighborhood, and on out to the community, the city, and the larger institutions of society as churches, clubs, schools, government, and so on. These are all factors which influence families and which families and individual members of families themselves influence. To view the families in glass museum cases is to view them , we believe, incorrectly. Studying families in which the father has emotional problems, the children don't have enough to eat and the mother is out of the house most of the day, without looking at the ecology in which they live, is going to give you a very unrealistic picture of the family and their situation. For example, they may live in a community in which jobs are so scarce that the father cannot find work, the family cannot receive welfare because the state does not have the unemployed father provision and the mother works as a domestic for less than poverty-level wages.

The study of human ecology is a fascinating area on its own and I would encourage you to read the work of our Seminar members, Urie Bronfenbrenner, Nicholas Hobbs, and Salvador Minuchin if you are interested in pursuing it further.

Now to the heart of family impact analysis. There are two major activities in our family impact analysis process. The first task involves figuring out exactly how the law, policy, or system that you are studying works. The second part involves asking a series of questions to identify how those policies affect families. The two outlines I am going to show you describe the parts of these two activities and how you use them to study family impact. I will use examples from several programs but mainly foster care since I am most familiar with that.

The first outline lists what we call the public policy components. These are

all the parts of a law that guide or regulate its existence and how it is carried out. These components must be examined at the federal state, and local levels. The state and local levels are very important, for our work has demonstrated that the greatest effects on families are those things that occur at the local level. The federal law may allocate funds and set up general guidelines for the program but the state laws and the ways the programs are carried out in individual communities, agencies, and at the staff level usually determine the real day-to-day effects on families.

We look at these public policy components from a family perspective, keeping in mind what they are saying about families.

Let me define these components. (Insert Table I)

I. Laws--This is legislation as passed by Congress, a state legislature or a county commission. For example, in foster care programs the most important federal laws are Titles IV-A, IV-B, and XX of the Social Security Act. You would need to review the laws for its purpose; how it should operate, who is eligible, etc., and what it says about families. Are families mentioned? How are they described and so on? It is usually important to examine the history of the law--why did it come into existence, was there special societal interest as in the case of the child abuse treatment legislation that passed a few years ago, was there a specific event that led to the passage of the law?

II. Regulations--At the federal level these are the administrative rules for how the law will be carried out. You may be familiar with the Federal Interagency Day Care Requirements--these are regulations that define the type of services under federal laws which authorize day care services. Regulations are usually published in the Federal Register for public comments and then listed in the Code of Federal Regulations. At the state level regulations are often written in policy handbooks

Table I

Public Policy Components

These components may be found at the federal, state, and local levels. Only one, two or three levels may be relevant to the policy under study. Values underlie the policies and practices at each level as well. Policy analysis must consider those value assumptions.

I. Laws: the act or acts; legislative history, amendments, court interpretations

II. Regulations

III. Appropriations: funding levels, allocations, terms (incentives, disincentives)

IV. Administrative Practices: standard procedures (formal and informal)

V. Benefits/Service Delivery Characteristics

- A. Auspices: private/public (schools, hospitals, agency, workplace)
- B. Staffing: professional/bureaucratic (orientation, attitudes, training, affiliation, unions)
- C. Convenience and Accessibility to families (hours, location)
- D. Coordination (with other programs)
- E. Sensitivity to families' needs and realities
- F. Nature of relationship with family

VI. Related programs and policies

VII. Related laws and court decisions

or guidelines that govern the actions of the staffs that operate the programs. An important policy in foster care is the regulation of visitation between biological parents and foster children--how often, when and where they occur.

III. Appropriations--this is the amount of money that is actually allotted for the program--it may differ from the authorization which is the amount up to which money can be appropriated. For example, in Title IV-B of the Social Security Act, the authorization is about $200 million but only $56 million has ever been appropriated. There are also appropriations at the state and local levels which may be spent alone or used to match federal funds.

This category also requires examination of the ways these monies are to be spent--are certain amounts going into preventive services, or does all the money go into treatment services, for example?

IV. Administrative Practices--these are the more informal policies that may be written or unwritten, sometimes they are contained in memoranda, but often they are more like customs or traditions that develop; are never written down, but everyone knows about and follows. For example, in our foster care study we found that in one state it was an informal policy that foster parents and biological parents were rarely allowed to have contact with each other.

When you are actually conducting a family impact analysis you can learn much about the laws, formal policies and appropriations by reading about them, but when you get into informal policies you have to talk with the people in the agencies to find out what they are.

V. Benefits and Service Delivery Characteristics--these are the ways in which the programs actually work--the implementation phase--what actually happens when

a family comes in the door for services. What actually happens is influenced by a variety of characteristics of the agency running the program.

A. Auspices of the Agency--this is the organization that operates the agency or service--is it a state agency, a private agency, is it locally autonomous as a child care center or is it answerable to a larger organization like a school system? Does the auspice affect the way services are delivered? For example, a child care center run by a community action agency may have a very different focus and activities than one run by a school system. They may have very different attitudes towards parents.

B. Staffing--who are the people that run the program--what are the staffing patterns, the caseloads, the staff-child ratios? What types of training have the staff members had? Social service agencies with psychoanalytically trained staff will operate differently from staff trained in liaison casework strategies.

C. Convenience and Accessibility--Where are the services offered? Are they open at times convenient for families? Are they located near public transportation?

D. Coordination--are these services related to others that are connected or do they operate in isolation? Is it necessary for the young mother to obtain medical care for herself at one location and care for her infant at a separate well-baby clinic?

E. Sensitivity to Family Needs and Rights--Are the policies, practices and staff responsive to and knowledgeable about the rights and needs of families? Do they patronize, or dehumanize families in their efforts to provide services efficiently? Are families made dependent on workers by the amount of control exercised over them through the programs?

F. Related Programs/Policies--Are there other programs that relate to or affect the one under study? For example, the deinstitutionalization thrusts in juvenile justice and mental health are placing great strains on foster care

systems as young people come out of secure facilities into the communities needing homes. There are 20 programs in HEW that are directed at teenage pregnancy--how are these coordinated at the federal level, at the state level, at the local level?

G. Related Laws and Court Decisions--These are the laws and decisions in higher courts that affect the way a program is operated. Recent important Supreme Court decisions have dramatically affected both teenage pregnancy and foster care. The case of Yomkin versus Illinois that was decided in favor of the family now requires that relatives receive the same payments as non-relatives for the foster care of children.

(Insert Table II)

The second major activity in family impact analysis involves examining the impact of policy components on families. In particular, it means looking at the effects on family functioning. By family functioning we mean all of those activities and responsibilities that families perform for their members. We classify these functions as membership, nurturance and socialization, economic support and consumption, and coordination and mediation.

Membership includes all the things involved in defining the family unit--marriage, divorce, birth, death and adoption.

Nurturance and socialization cover the rearing and nurturance of children, provision of love and psychological nurturance for all family members, and also involves tending to health and nutritional needs, education and mental health.

Economic support and consumption are the ways in which families provide for economic needs as through working, and the ways in which families spend their income--their patterns of consumption.

Coordination is the role families play in coordinating all the different aspects of the lives of the family members. Mediation means serving as a buffer between society and the individual family members.

Table II

Family Impact Dimensions

Policies affect family functioning. Family functions are defined as membership; economic support and consumption; socialization and nurturance; and coordination and mediation as defined below. The effects on family functions are examined by the types and contexts of families.

Membership: the definition of the family unit as by birth, death, adoption, marriage, separation or divorce.

Nurturance and socialization: The rearing and nurturance of children, provision of love and psychological sustenance for all family members; also, attention to health and nutritional needs, education and mental health.

Economic support and consumption: the ways in which families provide for themselves economically; the ways families spend their income, that is, their patterns of consumption.

Coordination: the role families play in managing all the different aspects of the lives of their members; Mediation: the buffering role which families play between individual members and the larger society.

Family Types and Contexts

I. Family Types

A. Socioeconomic characteristics: income, education, occupation

B. Family Structure

1. Single parent/two parents
2. Nuclear/extended
3. None/one/two wage-earner
4. Orientation/procreation
5. Primary/reconstituted
6. "De facto" families

C. Life Cycle Stages

1. Early family formation
2. Family with school-age children
3. Family with children in transition to adulthood
4. Family with no child dependents
5. Family elderly dependents
6. Aging family

II. Families' Immediate Contexts

A. Internal Family Relationships

1. Interdependency (economic/psychological)
2. Conflicting/complementary rights and interests

B. Pluralistic Context: values and behavior

1. Ethnic
2. Religious
3. Racial
4. Cultural

C. Informal Social Networks: friends, extended family, neighbors, community groups

D. Neighborhood Environment: housing, commercial development, transportation, recreation, municipal services

E. Other

When we ask what kinds of effects are policies having on the functioning of families we also want to know if these policies are affecting different types of families differently. In order to do this we look at families through a number of different lenses.

I. Socioeconomic Status is a combination of income level, education and occupation. In this category we ask if polcies are specifically targeted on families of one particular socioeconomic class. Do the policies treat families of different SES levels differently? For example, some programs like Head Start are available to low income families only. But other policies like income tax credits actually benefit those at the higher income levels more than families at lower income levels.

II. Family Structure is family make-up by a number of categories-one parent, two parent families; single earner, two earner; nuclear or extended. We are asking if the policies are designed only for certain family structures. For example, can the family obtain AFDC only if the father leaves the home; Are the programs responsive to the needs of single parent families by scheduling hours when they are able to participate? Does the policy recognize that three generation families may have special problems and strengths?

III. Families at Different Stages of the Family Life Cycle--There are a number of family life cycle stages, couples before children are born, families with young children, families with adolescents, couples whose children have left home. Here we ask if the programs serve families at a particular life stage--as Head Start serves primarily families with young children. Are they responsive to the needs of families at various stages? For example, many middle-aged families face the dual financial responsibilities of college-aged children and elderly financially dependent parents. Do policies recognize this?

It is also important to examine the contexts in which families develop and exist.

IV. Internal Context--involves the interdependency of family members as well as the potential conflicts which may arise within the family. The internal conflicts are apparent in situations of families with adolescents where the drive for autonomy conflicts with parental desires for control. Teenage pregnancy policies often specifically affect this conflict by ignoring the parents in their dealings with the pregnant teenagers.

V. Pluralistic Context--by this we mean the variety of ethnic, racial and cultural characteristics of families in our society. The questions to be asked of policies in this category involve the degree to which policies are sensitive to these differences. For example, among blacks and Hispanics there is a widespread practice of informal adoption of children when there is difficulty in a family. The child is taken by a friend or relative and cared for until the parents can assume responsibility again. However, public foster care policies rarely acknowledge this culturally specific practice, much less support it.

VI. Informal Social Networks--these are the groups and individuals who provide the informal human supports to the families. They can be relatives, friends, neighbors, churches, clubs, or community groups. We ask if policies and practices make use of and recognize these resources in their services.

VII. Neighborhood Environment--this category asks about the immediate community within which the family lives. Does it have transportation, social, health and recreational resources? Do policies recognize these characteristics and respond to them in efforts to serve families? For example, if a judge requires parents to attend counseling, does he consider the availability of transportation to the mental health center?

These are the guides we use in developing our family impact questions. Essentially they are checklists to help us to consider potential effects. We do not necessarily

try to respond to each, but rather to those we feel most pertinent to the policy under study.

Now using these guides what do we do in a family impact analysis? We have tried several approaches--the foster care study was an indepth case study of the foster care system in one state. The flexitime study consisted of a survey of workers on flexible work hours and those not on flexible work hours to determine differences between them. The teenage pregnancy study commissioned a series of papers on a variety of topics. But though the methods were different, all used this framework as a guide to develop the questions to ask.

For our field projects we have selected the indepth case study method as the most practical for their family impact analyses. We have field sites ranging from community action agencies to the Children's Hospital in Boston to the PTA in Michigan. They are studying policies related to foster care, teenage pregnancy or education of the handicapped. After some preliminary investigation of the problems in their communities they select a focus in order to examine the impact of specific policies on the functioning of certain types of families. For example, our site in St. Paul, Minnesota is focusing on the impact of a new periodic foster care review law on the families of handicapped children who are in foster care. Once this focus has been selected the field coordinators, as we call them, review the written laws and policies in their states and communities. They draw up a statement of their values and their relation to the study. They try to state the values implicit in the laws they are reviewing. For example, in the St. Paul site there is the value in the law that children should not remain in the limbo of foster care for years, and to facilitate their removal, the review concept was introduced.

From these policy analyses the field coordinators then interview the relevant agency officials, questioning them about the policies if they are unclear, and asking them about the ways the policies are actually carried out. The public policy

component framework alerts them to the types of questions to ask. They also interview the people who actually implement the programs, supervisors, caseworkers, teachers, doctors, nurses, counselors--whoever is actually involved with the families. They ask about their actions and if possible they observe them--in court hearings, in counseling sessions, in classrooms, in conferences.

Then in the most exciting part of the analysis, they interview a number of families who are actually receiving the services. They get their perspective on the services, how they affect them, how they help or hurt them as families, what actually happened in their situation. The coordinators also interview advocates or observers of the system, essentially outside critics of the system.

From these interviews they analyze their results and write family impact analyses of the policy in their community.

Then comes one of the most important parts of the process. From their findings, the projects will develop recommendations for changes in the policies and practices to make them more supportive of families. These recommendations may include revision of the laws themselves, needs for new and different types of training, changes in the way funds are allocated, or changes in procedures which are demeaning to families. Then they will begin advocacy efforts through the legislature or their own agencies to try to get these recommendations implemented.

These field tests are taking from 6 to 12 months and involve a half-time coordinator plus assistance from others in the agency. The field sites are developing family impact statements on specific policies but are also monitoring the process itself in order to tell us how it works. The results will begin coming in June and will be published in a guide for citizens and organizations next year.

We feel that family impact analysis is an exciting, important activity that can have very positive, humanizing effects on government and its subsequent effects on families. It is an especially appropriate activity in these times of budget cutbacks when new initiatives on the behalf of families and children are quite

unlikely. We are hopeful that the White House Conference on Families will consider some form of this approach as one of its major recommendations.

Though there is much additional information I could add about the rewards and problems in family impact analyses, our discussants have some important thoughts on those subjects. So we will turn now to them for their comments.

EVOLVING FRAMEWORK: TABLE I - PUBLIC POLICY DIMENSIONS

IMPLEMENTATION COMPONENTS	Value Assumptions	LEVELS OF GOVERNMENT A. Federal	B. State	C. Local	Other
1. Laws: Act(s), amendments Court interpretations					
2. Regulations					
3. Appropriations: Funding levels, allocations, terms (incentives, disencentives)					
4. Administrative Practices: Standard procedures (informal or by memorandum)					
5. Benefits/Services Delivery Characteristics: .Auspices: private/public (schools, hospitals, agencies, workplace)					
.Staffing: professional/ bureaucratic (orientation, training, affiliations, unions)					
.Convenience and Accessibility to families (hours, location)					
.Coordination (with other programs)					
.Sensitivity to families' needs and realities					
.Nature of relationship with family					
6. Related programs/Policies					
7. Related laws and court decisions					
8. Other					

EVOLVING FRAMEWORK: TABLE II - FAMILY IMPACT DIMENSIONS

FAMILY TYPES AND IMMEDIATE CONTEXTS	FAMILY FUNCTIONS			
	A. Membership Functions	B. Economic Support & Consumer Functions	C. Sociolizing and Nurturant Functions	Other
	a. Coordinating and b. Mediating Roles			
Family Types				
1. Socio-economic characteristics (income/occupation/education)				
2. Structure o single parent/two parent o nuclear/extended o none/one/two wager earner o orientation/procreation* o primary/reconstituted** o "de facto" families***				
3. Life cycle stages: o early family formation o family with school-age children o with children in transition to adulthood o with no child dependents o with elderly dependents o aging families				

EVOLVING FRAMEWORK: TABLE II - FAMILY IMPACT DIMENSIONS (continued)

FAMILY TYPES AND IMMEDIATE CONTEXTS	FAMILY FUNCTIONS			
	A. Membership Functions	B. Economic Support & Consumer Functions	C. Sociolizing and Nurturant Functions	Other
	a. Coordinating and	b. Mediating Roles		
Families' Immediate Contexts				
4. Internal Family Relationships o interdependency (economic/psychological) o conflicting/complementary rights and interests				
5. Pluralistic context: ethnic/religious/racial/ cultural values & behavior				
6. Informal social network (friends, extended family, neighbors, community groups)				
7. Neighborhood environment (housing, commercial transportation, recreation, municipal services)				
8. Other				

EVOLVING FRAMEWORK: TABLE II - FAMILY IMPACT DIMENSIONS (continued)

FAMILY TYPES AND IMMEDIATE CONTEXTS	FAMILY FUNCTIONS			
	A. Membership Functions	B. Economic Support & Consumer Functions	C. Socializing and Nurturant Functions	Other
		a. Coordinating and b. Mediating Roles		

*Family into which one is born (orientation) and family which one creates (procreation).

**Families of first, second or subsequent marriage.

***Families that are not defined by blood, marraige or legal adoption (formal or informal foster and informal adoption families).